English-Indonesian Code Switching and Code Mixing on Students' Bulletin Board

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Abstract

At school, where English becomes one of the subject to be learnt by students, also affected them in speaking and writing performances. They prefer to mix local languages, Indonesian Language, and English in their communication in order to be understood easily. Code switching and code-mixing often encountered in both the spoken and written language among students. It can be seen from the many writings in the bulletin board of students/wall magazine which used the code switching and code-mixing or over the code with foreign languages (English) or vernaculars. The purposes of study are to describe the forms and the reasons of code mixing and code switching used in students' bulletin boards. The case study method was used in this work. The results show that the most frequent type of code switching used by the students is intra-sentential switching (56 %), inter-sentential switching is in the second place (32%), and the last is tag switching (12%). The most frequent type of code mixing used by the students is insertion (word or phrase) (63.94%), the lexicalization (dialect) is in the second place (26.22%), and the last is alternation (clause) (9.84 %). Students prefer to talk in one language rather than in another, and they feel free and more comfortable to express their emotional feelings in a language that is not his/her everyday language. A bulletin board is one where students have an opportunity to interact with manipulatives themselves. Code switching and mixing build prestige because through this way the editor staff will look more educated. Showing group identity is another reason of the use of code switching and code mixing. The last is, the most common reason for bilingual/multilingual person to switch or mix their languages is due to the lack of equivalent lexicon in the languages.

Keywords: code mixing, code switching, bulletin

Introduction

Indonesia is a country with many vernaculars and also with various dialects from a great number of ethnic groups. This is in line with the statement presented by Haidara (2016) explaining that language policy in Indonesia has to contend with a highly multicultural and multilingual society. Therefore, English, its status, and its role or in the functioning of the nation and in education particularly takes a place in the third or three main categories; Indonesian, local languages, and foreign languages.

However, in Indonesia at present, at least people are able to speak and write two languages, that is, Indonesian as their lingua franca and local language as their mother tongue. When they communicate, they speak Indonesian with a local language such as Sundanese and occasionally mixed with English. Among the local community they may communicate in their local language with Indonesian or even English words or phrases inserted. This is related with Wardough (2006) said in many parts of the world it is just a normal requirement of daily

living that people speak several languages: perhaps one or more at home, another in the village, still another for purposes of trade, and yet another for contact with the outside world of wider social or political organization. These various languages are usually acquired naturally and unselfconsciously, and the shifts from one to another are made without hesitation.

People are usually required to select a particular code whenever they choose to speak, and they may also decide to switch from one code to another or to mix codes even within sometimes very short utterances and thereby create a new code in a process known as *code-switching* (Wardough, 2006). Code-switching (also called code-mixing) can occur in conversation between speakers' turns or within a single speaker's turn. In line with the statement above, Sumarsih, et al., (2014) said code switching and code mixing are part of sociolinguistic that discuss bilingual and multilingual then clearly also submitted that code switching is a combination of 2 (two) languages and more in accordance with the rule of the incorporation of the language such as merging the word with words, phrases with phrases and sentences with phrases. It means that these code were done to make the conversation more acceptable to the listener or the speaker and the reader. Therefore, code switching and code mixing commonly happen in bilingualism or multilingualism society.

Pandeglang is a regency of Banten province, Indonesia. It has an area of 2,746.9 km², and an official 2010 Census population of 1,145,792, the most recent official estimate (for January 2014) gives a population of 1,279,569. The regency includes offshore islands such as Panaitan, Deli and Tinjil. The capital is the town of Pandeglang. People in Pandeglang speak Sundanese as their regional vernacular (Badan Pusat Statistik Provinsi Banten). From the data we can see that students in Pandeglang regency, most of them speak Sundanese as local language in their daily communication.

At school, where English becomes one of the subject to be learnt by students also affected them in speaking and writing performances. They prefer to mix local language, Indonesian Language, and English in their communication in order to be understood easily. High school students who also are teenagers more frequently choose to use slang in communication in form of code switching and code mixing. Slang is not only used orally but thrive on literally. Code switching and code-mixing often encountered in both the spoken and written language among students, for example, the written language can be seen from the many writings in the bulletin board of students / wall magazine which used the code switching and code-mixing or over the code with foreign languages (English) or vernaculars. Some English slogans, sayings or terminologies

recently are found along with the situations that happen at school recently such as: *recomended film, how to manage your time, tips and trick, cool story bro, hai readers,* etc. These words and phrases are not Indonesian but they are found in students' bulletin board articles and in formal speeches.

Bulletin boards offer opportunities to display students' work (as models of acceptable or good quality school product.), support instruction and reinforce desired behaviors. Therefore, bulletin board as a teaching tool and guidance is expected to stimulate creativity, as well as efforts to improve writing skills for students and simultaneously build a reading culture. Writing skills can be nurtured from an avid reader and at the same time as media reading to pour the works of the students.

Bulletin board is very probably be held because it is one form of a simple school bulletin board with a low cost so that can be held in anywhere. In this case, the bulletin board is not new and unfamiliar in the world of schooling. It is not only addressed as complementary facilities alone, but also has become a necessity in the student, both pertaining to curricular and curricular curriculum program.

The bulletin board has a high enough role in guiding and formation of students, both in terms of knowledge, abilities / skills, talents and interests and attitudes. The main role of the bulletin board is as one of the student activity facilities physically and factually as well as having a number of functions, namely: (1) informative, (2) communicative (3) recreational, (4) Creative (Santoso, 2011).

Talking about code mixing and code switching, the issue has been widely analyzed by the previous scholars, such Cahayany (2019) and Nikmah (2019). Both are discussed the issue on magazine and novel. In this current work, the writers would like to analyze the phenomenon in student bulletin boards. The researchers interested in analyzing bulletin board because it is little bit challenging for the researcher especially on students bulletin boards. Besides, it is also contains many examples of code switching and code mixing that available to the topic in this research. The students bulletin board stated many examples of code switching and code mixing, so that is why here the researcher likes to analyze this code switching and code mixing on students bulletin boards.

Related to the background of study above the researcher formulates this research into two questions in order to more focus. They are as follow; (1) What are the forms of code mixing and code switching used in the students bulletin board? (2) What are the purposes influencing the use of code mixing and code switching in the students bulletin boards?

The result of this research is expected to give some contributions to the other researcher who will conduct to the

other case related with code mixing and code switching. So it can be strengthened sociolinguistic theory and developed research for other researcher.

Theoretical Review

Code Switching

Code-switching is the use of multiple languages in the words, phrases and sentences even in a paragraph. This is according Sumarsih et al., (2014) said that code switching is probably strongly related to bilingual life and may appear more or less concurrently in the life of the developing language bilinguals especially when they are conscious of such behavior and then choose more or less purposefully to use or not to use it. Code-switching is clearly a combination of two or more languages and combines words, phrases and sentences.Then, the structure of language in code-switching does not violate the rules of drafting sentences for second or more languages.

It is common for people who live in bilingual societies to use a language and switch to others within conversation or sentence (Tajudin, 2013). One of common terms in linguistics which refers to the way of alternation language use is code switching. "Switching" appears transparent enough, in that it refers to alternation between the different varieties which people speak (Tajudin, 2013). Holmes (2001) asserts that a code switching reflects the dimension of social distance, status relationship, or the level of speakers' formality interaction.

Code switching is a transition event from one code to another in an event speech. For example speakers using the Indonesian language switch to using the local language. Code transfer is one of the aspects of language dependency in multilingual society. In a multilingual society it is very difficult for an absolute speaker to use only one language. In the transfer of code each language still tends to support each function and each function in accordance with its context.

From the above statements it can be concluded that the transfer of code is a symptom of the transition of language usage because of the change of role and situation. Code switching indicates the interdependence of relevant contextual and situational functions in the use of two or more languages.

Hoffman (1991) shows many types of code switching and code mixing based on the juncture or the scope of switching where languages take place. Those are intrasentential switching, inter-sentential switching, emblematic switching, intra-lexical code mixing, establishing continuity with the previous speaker, and involving a change of pronunciation.

Inter-sentential switchingis a kind of code switching occurs between clause or sentence boundary, where each clause or sentence is in one language or other, as

when an adult Spanish English bilingual says: *"Tenia zapatos blancos, un poco,* they were off-white, you know." (Hoffman, 1991).

Emblematic switching is a kind of code switching, tags, exclamation and certain set phrases in one language are inserted into an utterance otherwise in another, as when a Panjabi/English says: *"It's a nice day,* hana?" (hai n? *isn't it). Another example is when an adult SpanishAmerican English says: "...Oh!* Ay! *It was embarrassing! It was very nice, though, but I was embarrassed!"* (Hoffman, 1991).

Establishing continuity with the previous speaker is a kind of code switching occurs to continue the utterance of the previous speaker, as when one Indonesian speaker speaks in English and then the other speaker tries to respond in English also. Yet, that speaker can also switch again to Indonesia Language, for instance: Speaker 1: *I can't get leave him 'coz I love him so much.* Speaker 2: Correct! You got the point! *Kata 'banget' itulah letak permasalahanmu sekarang ini.*

Tajjudin (2013) suggests that there are three types of code switching, namely *tag switching* (the insertion of a tag, exclamation, and certain phrases in one language that is inserted into an utterance that is entirely in another language), *intersentential switching* (takes place between clause or sentence boundary in which each clause or sentence is

in one language or other), and *intrasentential switching* (takes place within a clause or sentence boundary).

Code Mixing

Wardaugh (2006) states that code mixing occurs when conversant uses both languages together to extent that they change from one language to the other in the course of single utterances: In multilingual country, the ability to shift from one language to another is accepted as quite normal, the linguistic situation offers those who live there a wide choice among languages. Then, people are usually required to select a particular code whenever they choose to speak and they may also decide to mix one code another code.

The phenomenon of code mixing happens not only between local language and Indonesian language, but also among local language, Indonesian language and English. The phenomenon of code mixing does not only occur in daily life situations. It also used by some journalists of newspaper, tabloid and magazine, recently, some articles of newspaper, tabloid, and magazine contain English phrase and/or sentences.

Muysken (2000) defines code-mixing as all cases where lexical items and grammatical features from two languages appear in one sentence. Code-mixing refers to the mixing of various linguistic units (morphemes, words, modifiers, phrases, clauses and sentences) primarily from two participating grammatical systems within a

sentence. More specifically, code-mixing is intra sentential and is constrained by grammatical principles. It may also be motivated by social- psychological factors.

Code-mixing occurs when a speaker uses a language predominantly supports a speech inserted with other language elements. This usually relates to the speaker's character, such as social background, educational level, religious sense. Usually a prominent feature of a casual or informal situation. But it can happen because of language limitations, the expression in the language there is no match, so there is compulsion to use another language, although only support one function. Mixed code includes also language convergence (linguistic convergence).Mixed codes can also be said to be rapidly transferring code in a multilinguistic society (Holmes, 2001).

So the basic difference between code switching and code mixing is code mixing occurs when speakers mix/insert foreign words (other code) in the dominant language used, yes including the use of foreign terms that appear intellect. While code switching, speakers change the language used to code the others (including diversity) for consideration (1) the other person, (2) speakers themselves, (3) the presence of three speakers (e.g., between Javanese keep coming third of Sumatran, they transfer the code to Indonesian language), (4) create a sense of humor, or (5) increase the prestige. The same of code switching and code mixing

is that they commonly occur in a multilingual society in using two languages or more. The difference over the code (code switching) occurs between the language used is an autonomous individual, a conscious and deliberate, specific causes, while the mixed code (code mixing) occurs in a primary code or code base used has function and autonomy, while other code involved in the use of such language is in pieces, without function and autonomy as a code.

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lexical code mixing, this kind of code mixing which occurs within a word boundary, such as in *shoppã* (English *shop* with the Panjabi plural ending) or *kuenjoy* (English *enjoy* with the Swahili prefix *ku*, meaning 'to'); and (3) involving a change of pronunciation, this kind of code mixing occurs at the phonological level, as when Indonesian people say an English word, but modify it to Indonesian phonological structure. The word 'strawberry' is said to be 'stroberi' by Indonesian people.

Muysken (2000) explained more that code mixing is typically divided into three main types – insertion (word or phrase), alternation (clause) and congruent lexicalization (dialect)- and the most common occurrence of code mixing variants in society is insertional code mixing.

Students' Bulletin Board as a Mass Media at School

Discussing the students' bulletin board or wall magazine will not be separated from the discussion of the mass media in general. This is because the students' bulletin board in the school is one part of a number of mass media that exist (Santoso, 2011). Students' bulletin board is essentially a miniature newspaper in terms of appearance and contents. A range of wallpaper magazine should reflect the front page of a newspaper plus the various contents or sections that are displayed and desired.

Materials presented in bulletin board may be texts, drawings, or a combination of both. The materials are arranged in a varied and harmonious manner so that the overall appearance of the bulletin board looks interesting in the form of columns, various works such as paintings, vignettes, crosswords, caricatures, pictorial stories, poems, short stories and others.

Bulletin board is a special kind of press that is used in the school environment. The contents presented do not vary much with the contents of other school magazines. The bulletin board outline according to Santoso (2011) includes: (1) editorial section, (2) news column, (3) rubric of scientific paper or feature, (4) literary creative rubric, 5) general section

Editorial section in the general press is an editorial opinion of an actual problem in society. The basic concept of a publication is reflected in its editorial (Santoso 2011). News coverage related to the news that happened in school. The scope of news coverage includes sports, arts, scouts, PMR, field trip reports, library activities, exams and so on.

The news column is presented briefly and attracts attention, especially if it contains news of general activities to be carried out. For example the implementation of National exam, Semester Exam, School Anniversary and so on.

Rubric scientific paper or feature. Articles in the world of journalism have a wide scope. Judging from the subject matter and its usefulness, articles can be classified

into: (1) popular scientific articles, (2) practical guidance articles containing practical instructions for doing things, (3) sports articles containing sports analysis, (4) cultural articles containing The ins and outs of culture or art both in general and in particular, (5) political articles containing political analysis both at home and abroad. (Harsiati, 1992:4-5)

Literary creative rubric, contains a variety of literary creative works that include poetry, short stories, essays and drama. The title of praise is the headline presented to awaken an attitude of togetherness for a particular purpose.

General rubric section, containing writings about humor, anecdote, TTS or reader letters. In order to develop students' reading interest, teachers can assign students to quote the humor in magazines and paste them on students' bulletin board or students can make their own.

Many researchers presented advantages of integrating bulletin boards into Foreign Language (FL) teaching. First, due to asynchronous characteristics of a bulletin board system, students were given time to reflect on and create their thoughts at their own pace.This is a great advantage for non-native speakers, as Spiliotopoulos and Carey (2005) stated that the bulletin board enabled FL students to take the time they needed to express and present themselves in ways not always possible within the time and space limitations of a classroom. Spiliotopoulos

and Carey (2005) also mentioned that bulletin board enabled non-native speakers to have time to consult additional sources and to proofread and reinforce their English.

Second, as Spiliotopoulos and Carey (2005) say that bulletin boards provide wider audience, while the audience of a traditional classroom is more limited. For example, a student's writing assignment is usually read by an instructor who grades it.Or in the context of peerreview, the student's writing is reviewed by one or two students. On the other hand, bulletin boards allow students to share their ideas with all the students in the class or even people outside the class, which enables them to hear multiple voices and perspectives.

The third advantage is that the bulletin board system provides equal participation from all members of the class. Potts (2005) stated that bulletin board system facilitated students' involvement in the dialogue. Therefore, some students who do not have much confidence and feel shy about participating in face-to-face discussion can also share their opinions.

According to Jordan (2011) there are three main types of bulletin boards that can be set-up in classroom; display, information, or interactive. The first is Display Boards. Display bulletin boards do exactly what their name implies - they display student work. Often, display boards are used in the hallways outside of the classrooms to showcase student work on a new unit or

subject. Second one is Informational Boards. Want to reinforce a skill with a visual reminder? An informational board is a great way to do that. It presents new information in a visual format that will help students who remember and comprehend the subject. Informational boards can be created about any subject. They are ideal for traveling bulletin boards, as well as, wallboards. The last is Interactive Boards. An interactive bulletin board is one where students have an opportunity to interact with manipulatives themselves. While it may seem like an easy thing to create, there are definite considerations that should be taken into account. The board should be at eye level, include color, be durable, and have clear directions about how to interact with it. An interactive bulletin board has several features such accessibility, colorful, durability, and instructions.

Method

Case study method was used to answer and reveal the research problems which were being discussed in the section. This is fundamentally interpretive and the researchers examined the phenomenon in a holistic manner. This meant the researchers made an interpretation of the data. This strategy was used in this study because the researcher wants to observe the types and the reasons of Code Switching and Code Mixing on students' bulletin boards. Furthermore, the researchers want to know the using of

Code switching and Code Mixing emerges to the social communication and it allows the researcher to make descriptive explanation.

The source of data was from the second grade weekly students' bulletin boards of March and April editions at Senior High School 1 Pandeglang. The researchers chose students bulletin board because they had not found a similar study discussing code switching and mixing in students' bulletin board and it was interested to be discussed.

There are many ways to collect the data such as: study document, observation, test, interview and questionnaire. In this case, the writers used study document and observation as the way to collect the data. The document is the text of journal writing in weekly students' bulletin board of March to April editions. The writer focuses on the Indonesian-English code switching and mixing used by students' bulletin board.

The writer observes students' bulletin boards in order to collect the data which relate to this research. In order to collect the data, the writer runs observation through these steps as follows; (1) read the articles issued in students' bulletin board, (2) select the Indonesian-English code switching and mixing, (3) write down the data, and (4) classify the data.

Result
Code Switching

Based on the data, there are three types of code switching found in the selected

students' bulletin board, namely *tag switching*, *inter-sentential switching*, and *intra-sentential switching*. Generally, the distribution of code switching types is presented below.

Table 1.Types of code switching in the selected students' bulletin board

No	Types	(F)	%
1	Tag Switching	3	12 %
2	Inter-sentential Switching	8	32 %
3	Intra-sentential Switching	14	56%
		25	100%

From Table 1 there are 25 code switching on students' bulletin board, the most frequent type of code switching used by the students is *intra-sentential switching* (56 %). The example of this type can be seen from the written sentences, as follow:

*Pengen tau **tips** merawat anak yang punya kemampuan **sixth sense** atau **indigo?**.*
They inserted English, ***tips, sixth sense,*** and ***indigo*** in the middle of their Indonesian sentence.

International women's day *merupakan suatu* ***event*** *dunia yang merayakan pencapain perempuan untuk kesetaraan **gender.***
They inserted English, ***International women's day***, ***event, and*** gender in the middle of their Indonesian sentence.

Then, *inter- sentential switching* is in the second place (32%). The example of this type can be seen from the written sentences, as follow:
Hello *sobatku, **nice to meet you guys!***

They used Indonesian as the base language in the first sentence. Then, they used English in the next sentence.

Hope you enjoy this, *terimakasih telah membaca*
They used English as the base language in the first sentence. Then, they used Indonesian in the next sentence.

The last frequent type of code switching used is *tag switching* (12%). It can be seen from the written, as follow:
Well, *buat orang tuamu bangga akan prestasimu !*
They inserted an English interjection, *Well* into Indonesian sentence

Oh,Gosh*! Siang siang harus jalan kaki*
They inserted an English interjection, *Oh Gosh*, into Indonesian sentence.

Code Mixing

The researcher also have got the data for the code mixing, there are three types of code mixing found in the selected students' bulletin board, namely *insertion (word or phrase), alternation (clause),* and *lexicalization (dialect).* Generally, the distribution of code mixing types is presented below.

Table 2. Types of code mixing in the selected students' bulletin board

No	Types	F	%
1	Insertion (word or phrase)	39	63.94%
2	Alternation (clause)	6	9.84%
3	Lexicalization (dialect)	16	26.22%
		61	100%

From 61 code mixing on students' bulletin board, the most frequent type of code mixing used by the students is *insertion (word or phrase)* (63,94%). The example of this type can be seen from the written sentences as follow.

The Insertion of Words

One of code mixing comes into being by inserting English word. Sometimes it happens when Indonesian utterances contain different words from the other language especially English. The insertion of word can be classified into kinds they are; the insertion of noun, adjective, verb, conjunction.

Bersikap terlalu serius bisa mematikan **mood** *cewek*

The bold word is a noun as a single word of English since it has meaning and can be used on its own. Constructed by o n e morpheme and it can't be separated into two or more morphemes.

In this research, the researcher finds out some English nouns that inserted by students in their bulletin board articles. At the concrete level of language, nouns are the names given to people and object, English nouns also have no "grammatical gender". They are not arbitrarily classed as masculine, feminine or neuter.

*Mereka tinggal di rumah yang bagus dan hidup romantis, memiliki anak anak yang berprestasi di sekolah,***fashionable*** dan wanita karir*

The bold one is an adjective. The adjectives in English (with the exception of the demonstrative) are not inflected for gender and number. They have no singular and plural forms, and they do not agree with their nouns in gender (Eugene, 1993 p.9). Although Indonesian language has many adjectives, the students' bulletin board article tends to use English adjectives as well as reflected in the previous examples.

The Insertion of Phrases or Idioms

A noun phrase consists of a noun and it modifiers, which include determiners, adjectives, prepositional phrases, and adjective (relative) clauses. The noun in a noun phrase is called the head noun. Prepositional phrases consist of a preposition followed by a nominal group. They do not fit into the same head + modifiers pattern as groups-they have a structure which is more like that of clauses (Thompson, 1996).

Buatlah **flash-card** *di tempat tempat yang mudah terlihat*

The students i n s e r t a phrase in the sentence. It's a familiar phrase in Indonesian and it consists of two words*, flash* and *card.*

Seorang pria misterius bernama Toni Scalu mengundang 9 **public figure** *untuk* **'hang-out'** *di villa di sebuah pulau terpencil*

The students i n s e r t a phrase in the sentence. It's a familiar phrase in

Indonesian and it consists of two words, *public* and *figure.*

The students inserts an idiom in the sentence. It consists of two words, *hang* and *out. hang* (menggantung) + *out* (di luar) = *hangout* (menghabiskan waktu).

Then, *Lexicalization (dialect)* is in the second place (26, 22%). Involving a change of pronunciation. This kind of code mixing occurs at the phonological level, as when Indonesian people say an English word, but modify it to Indonesian phonological structure. The example of this type can be seen from the written sentences, as follow:

Dinni sebagai **koresponden** *dan reporter.*
The word 'correspondent' is said to be 'koresponden' by Indonesian people.
Pengertian **horor** *dan* **komedi.**
The word 'horror' is said to be 'horor' by Indonesian people.
Schmidt adalah stereotype anak SMA yang pintar dan tidak **popular.** The word 'popular'is said to be 'populer' by Indonesian people.

The last frequent type of code mixing used is *Alternation (clause)* (9, 84 %). Eugene (1993:112) stated that Clause is a group words that consist of subject and finite/predicate but has not express the complete idea. Clause classified into three types' noun clause, adjective clause and adverb clause. It can be seen from the written, as follow.

Sayang bila dilewatkan, **just watching do more 21 Jump Street**
The bold words are a clause and independent or can stand alone.
Disini ada **recommended coming soon movie** *loh.*
The bold words are a clause and independent or can stand alone.

The Purpose of Indonesia-English Code Switching and Code Mixing used in Students' Bulletin Board

In this part, the researcher is going to answer the second problem statement based on analysis of the data used by student's bulletin board according to Hoffman (1991,p.116). The writer identifies that the purpose of code switching and mixing as follows.

The first is talking about a particular topic. The editional staff of students' bulletin board who also as students prefer to talk about a particular topic in one language rather than in another. They feel free and more comfortable to express his/her emotional feelings in a language that is not his/her everyday language. It can see from each of the theme/topic on their headline bulletin board, there are different topics/ themes. In the 1st edition on March the topic is 'Pojok Movies'. In this topic, students most talk about movies from the genre of movies, recommended movies and the famous movie of the year. In the 2nd edition on March the topic is 'Women's International Day'. In this topic, students talk about the

equality of gender, unique fact about women, Islamic point of view about women etc. in the 3rd edition on the topic is 'School life', students talk a lot about the school activity, how to manage the time well, tip and tricks to be a successful students. The 4th edition is 'Paranormal Experience', students talk about the feeling of scary, the scary story based on the experience etc. On April for the 1st and 2nd edition there were no students' bulletin board because of National Examination and School Exam at that month. In the 3rd edition on April the topic is 'Refuse & Resist', the interesting one from this topic is the student talk a lot about politics and social that rarely discuss on their age as students. They showed the contradictive figure like Tan Malaka,Widji Tukul,Marsinah,and Munir. In the 4th edition on April the topic is 'Kekinian' they talk about the trend on students from the students' life style, tips and tricks etc.

The next is to make the article more interesting and understandable. Most of students' bulletin board are Interactive Boards. An interactive bulletin board is one where students have an opportunity to interact with manipulatives themselves. While it may seem like an easy thing to create, there are definite considerations that should be taken into account. The board should be at eye level, include color, be durable, and have clear directions about how to interact with it. The editorial staffs have some techniques to make the article more interesting and understandable. One of them

is using code switching and code mixing. It can be seen from the different themes in each week, for instances; Pojok Movie, School life who am I, Paranormal Experience, and Refuse Resist Refuse to Forget, etc. Their reader will not quickly get bored, they will be interested in with some article in the bulletin board.

The third is prestige filling motive. Another purpose of using Code switching and code mixing is to build prestige because through this way the editor staff will look more educated, for examples; How to manage your time, Tips and Trick, Recommended Movies, Sobat..Make yourself proud and etc. In fact, it brings some positive values since this may indicate that the editorial staffs and their readers are modern and open minded.

The next is expressing group identity. Showing group identity is another reason of the use of code switching and code mixing by the editorial staffs who consider represented through all data. Those who are able to code switch and mix from Indonesian into English feel that they belong to a certain group, while the who do not do it belong to the other group, for examples the theme on the students' bulletin board ; Refuse Resist, Refuse to Forget is from the class XI IPS 1 (Social Class). They prefer to have the theme about politics and socials.

The last is real lexical need. The most common reason for bilingual/multilingual person to switch or mix their languages is

due to the lack of equivalent lexicon in the languages. For examples in students bulletin board are *Seorang pria misterius bernama Toni Scalu mengundang 9 **public figure** untuk '**hang-out**' di villa di sebuah pulau terpencil*. Conforming to the works od Cahayany (2019) and Nikmah (2019), this current work proves that when an English Indonesian bilingual has a word that is lacking in English, he will find it easier to say it in Indonesian; when he has a word that is lacking in Indonesian, he will use the English term. If it put into Indonesian, the meaning will be hazy / vague, and sometime It would not be used. Therefore, they use he words of *public figure* and *hang out.*

Conclusion

Based on the data, there are three types of code switching found in the selected students' bulletin board, namely *tag switching*, *inter-sentential switching*, and *intra-sentential switching*. Code switching on students' bulletin board, the most frequent type of code switching used by the students is *intra-sentential switching* (56 %). Then, *inter- sentential switching* is in the second place (32%). The last frequent type of code switching used is *tag switching* (12%).

The researchers also have got the data for the code mixing; there are three types of code mixing found in the selected students' bulletin board, namely *insertion (word or phrase), alternation (clause),* and *lexicalization (dialect).* One of code mixing

comes into being by inserting English word. Sometimes it happens when Indonesian utterances contain different words from the other language especially English.

The most frequent type of code mixing used by the students is *insertion (word or phrase)* (63.94%). Then, *Lexicalization (dialect)* is in the second place (26.22%). Involving a change of pronunciation. This kind of code mixing occurs at the phonological level, as when Indonesian people say an English word, but modify it to Indonesian phonological structure. The last frequent type of code mixing used is *Alternation (clause)* (9.84 %). Clause is a group words that consist of subject and finite/predicate but has not express the complete idea. Clause classified into three types' noun clause, adjective clause and adverb clause.

From the analysis and discussion above, it concludes that code switching and code mixing are the use of two or more languages by transferring from one language into others and vice versa, code switching and code mixing occurs because there is reciprocal relationship between language form and language function. This means that the writer who also the editorial staffs having specific social background tend to choose specific code switching and code mixing is a meant to show the social status or personal identity in their society and to show familiarity or solidarity. Switch and mix their language from Indonesian

language into English because they prefer to express their messages from one language switch and mix it into another language. The causal of its occurrence is the existence of reciprocal relationship between editorial staffs, language form and language functions. It means that editorial staffs having specific social background tend to choose specific code switching and code mixing to show their social status or personal identity in their society, to make the written more interesting and they will look more educated.

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